

# Maryland SESAC

SPECIAL EDUCATION STATE ADVISORY COMMITTEE

Maryland State Department of Education (MSDE)  
Division of Special Education/Early Intervention Services  
200 W. Baltimore Street, 9th floor, Baltimore, MD 21201  
(410) 767-0249

*Kelly Meissner, Chair*  
*Rhonda Creecy, Co-Chair*

## **SESAC General Meeting**

Johns Hopkins University/Center for Technology in Education  
6740 Alexander Bell Drive, Columbia, MD 21046  
10:00 a.m. – 1:00 p.m.  
September 19, 2013

### **MINUTES**

- Attendee:** Kelly Meissner, Chair, Rhonda Creecy, Co-Chair, Mary Baskar, Sarah Wayland, Rachel London, and Kathy Kaufman
- Excused:** Yvonne Hu-Cotto, Lori Hall-Underwood, Martha Goodman, Marlo Lemon, Carol Strootman, John McGinnis, Jacqueline Powell, Dorie Flynn, Dona Riccobono, and Denise Stamp
- Guests:** Jeanne Hoffman, Shawna Capotosto, Debra Y. Books, Tania Dubeau, Maura Taylor, Scott Geist, Nancy S. Feeley, Rhonda Wimbish, Beth Benevides, Tracy Lewis, and Linda Bluth
- Staff:** Marcella Franczkowski, Donna Riley, and Clara Coleman

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Ms. Kelly Meissner, Chair, opened the meeting at 10:00 a.m.

**I. Welcome Remarks and Introductions**

Kelly Meissner, Chair welcomed all members and guests. The minutes on March 21, 2013, SESAC meeting were approved.

**II. Membership/Meeting Schedule (Kelly Meissner)**

A current membership list was distributed along with the listing local Special Education Citizens' Advisory Committee (SECAC) contacts.

- **Meeting Dates/Locations**

The meeting dates and locations will be posted on the MSDE website. All General Meetings are at 6740 Alexander Bell Drive, Columbia, MD 21046:

- Thursday, November 21, 2013, 10:00 a.m. – 1:00 p.m.
- Thursday, January 16, 2014, 10:00 a.m. – 1:00 p.m.
- Thursday, March 20, 2014, 10:00 a.m. – 1:00 p.m.
- Thursday, May 15, 2014, 10:00 a.m. – 1:00 p.m.

All Executive team meetings are at MSDE, 200 West Baltimore Street, Baltimore, MD 21201, and 9th Floor Conference Room

- Thursday, October 17, 2013, 1:00 a.m. – 3:00 p.m.
- Thursday, December 19, 2013, 10:00 a.m. – 12:00 p.m.
- Thursday, February 20, 2014, 1:00 a.m. – 3:00 p.m.
- Thursday, April 18, 2014. 10:00 a.m. – 12:00 p.m.
- Thursday, June 19, 2014, 10:00 a.m. – 12:00 p.m.

### III. **Open Meeting Act (Donna Riley)**

#### A. Special Education State Advisory Committee (SESAC)

- **Purpose** – The Mission of the Committee is to advise the Maryland State Department of Education (MSDE), specifically the Division of Special Education/Early Intervention Services, in administering, promoting, planning, coordinating and improving the delivery of special education and related services to children with disabilities, kindergarten through 21 years of age.
- **Structure** – Members of the committee are appointed by the State Superintendent of Schools. MSDE provides staff support to assist in the facilitation of the committee's work. In addition to federal regulations, the state has adopted regulations to support the committee. Bylaws have been established to help guide SESAC activities.
- **Members Responsibilities:**
  - Attending regional or statewide hearings and/or public comment forums;
  - Participate in the review and updating of the State's Performance Plan (SPP) and Annual Performance Report (APR);
  - Participate in any federal monitoring visits that occur from time to time; and
  - Participate in off-site trainings, designed to educate and inform members on activities that impact the education of students with disabilities.
  - Additional information to learn more about the SESAC or to access membership information and meeting dates, please visit:  
<http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/sesac.htm1>  
or contact Clara Coleman, Division of Special Education/Early Intervention Services at (410) 767-0249.

#### B. **Office of the Attorney General**

Each public entity subject to the Open Meetings Act must designate a member, officer, or employee to receive training.

### IV. **Common Core and PARCC**

- The Common Core State Standards (CCSS) are a set of high quality academic expectations in English/Language Arts (ELA) and mathematics that define the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career. The CCSS were created through a state-led initiative and have been voluntarily adopted by 45 states and the District of Columbia. Maryland adopted the CCSS in June 2010, and in the years since has work to translate those standards into a challenging and engaging curriculum – the Maryland Common Core State Curriculum.

- A parallel effort has also been underway to develop a new assessment system that can measure the critical content and skills found in the CCSS. In spring 2010, Maryland participates in the Partnership for Assessment of Readiness for College and Career (PARCC) – a consortium of 22 states working together to develop a common set of K-12 assessments in English and Mathematics anchored in what it takes to be ready for college and careers.
- The transition from the state’s current curriculum content standards and the Maryland School Assessment (MSA) to the Common Core curriculum standards and the PARCC assessments will be completed by 2014-2015.
- Regional Public Forums on the Common Core State Standards are scheduled from 7:00 p.m. – 8:30 p.m. on the dates and locations listed below:
  - September 10, 2013 – Eastern Shore Forum hosted by Talbot County Easton High School
  - September 16, 2013 – Western Maryland Forum Hosted by Washington County South Hagerstown High School, 1101 S. Potomac Street, Hagerstown, MD 21740
  - September 19, 2013 – Central Maryland Forum Hosted Baltimore County Ridge Ruxton School, 6916 N. Charles Street, Towson, MD 21204
  - October 1, 2013 – D.C. Metro/Southern Maryland Forum, Hosted by Prince George’s County, Charles Herbert Flowers High School, 10001 Ardwick-Ardmore Road, Springdale, MD 10774
- Online Parent Resources – For understanding the Common Core State Standards the following documents are available:
  - Parent Roadmaps  
The Council of the Great City Schools (CGCS) has created Parent Roadmaps to help parents understand how the common Core State Standards will affect their individual child at each grade level and suggest ways to help their students succeed. Roadmaps for all grade levels, in both English and Spanish, are available at the following websites:  
  
 ELA: <http://www.cgcs.org/page/328> (English version)  
 Mathematics: <http://www.cgcs.org/Page/244> (English version)  
 ELA: <http://www.cgcs.org/Page/261> (Spanish version)  
 Mathematics: <http://www.cgcs.org/Page/263> (Spanish version)
- The 10 Things Parents Need to Know about the Common Core State Standards:
  - i. The goals of the SCCSS in college and workforce readiness for all students.
  - ii. States led the effort to develop the CCSS, not the federal government.
  - iii. The CCSS are not a curriculum and do not tell teachers how to teach.
  - iv. Better standards call for better assessments.
  - v. The CCSS focus in 21<sup>st</sup> century skills.
  - vi. The CCSS create consistent learning goals for all students regardless of where they live or go to school.
  - vii. The CCSS are aligned to college and workplace expectations.

- viii. The CCSS are benchmarked against academic standards from the world's top-performing countries.
- ix. The CCSS call for changes in learning for ELA and mathematics.
- x. The CCSS delve deeper into core concepts.

**V. Parent Survey (Nancy Feeley)**

- A. Ms. Nancy Feeley reported on the status of the 2012-2013 Maryland Special Education Parent Involvement Survey.
  - Outreach Efforts included:
    - A podcast about the Survey on MLL and which was linked to the online survey and MSDE website
    - A toolkit sent to each local school system and community agencies that contained:
      - *Coming Soon* and *The Survey Has Arrived* (Flyers)
      - Web banners linked to Podcast
      - Communication for newsletters
- B. Overall survey return rate remain the same as previous years – for Preschool a 13% response rate and for School Age a 10% response rate.
- C. Local Directors will like receive their jurisdiction results in late October.
- D. 2012-2013 Early Intervention Services Family Survey – MITP
  - The Early Intervention Services Family Survey bulk mailed to local jurisdiction on Tuesday, September 17, 2013 with a return date of November 1, 2013. The delivery of the Early Intervention Services Family Survey is different from the Part B Preschool Age Parent Survey. Each provider hand delivers the survey and very often mails for the survey back to the vendor.
  - Overall response rate is typically 47.3%.
  - Next Steps the DSE/EIS will create a parent/Family Survey Workgroup to review the current survey procedures and to make recommendations to improve the overall process and response rate. Additionally, the group would review existing surveys and make recommendations for additions/revisions. The DSE/EIS received an email and letter expressing concern about the survey which will be addressed by the workgroup.

**VI. School Transportation (Linda Bluth)**

- Under federal law, any motor vehicle designed to carry more than 10 persons is classified as a bus. A bus is classified as a school bus if it is used, in transporting students to and from school or school-related activities.
- The entitlement of children with disabilities to receive transportation, when necessary, is firmly established in two federal statutes: the Rehabilitation Act of 1973, more commonly known as Section 504, and the Individuals with Disabilities Education Act (IDEA).

**VII. Assistant State Superintendent's Updates (Marcella Franczkowski)**

OSEP Proposed – Indicator 17 – staff Systemic Improvement Plan (SSIP) Indicator Future State SPP/APR will include a State Systemic Improvement Plan that meets the requirements. The State’s multi-year State Systemic Improvement Plan, focused on improving results for student with disabilities that must include the following components:

- Phase I - (which the state must include with its 2015 submission of its SPP/APR for FFY 2013):
  - a. Data Analysis;
  - b. Identification of the Focus for Improvement;
  - c. Infrastructure to support Improvement and Build Capacity; and
  - d. Theory of Action.
- Phase II - (which, in addition to the Phase I content outlined above, the state must include with its 2016 submission of its SPP/APR for FFY 2014):
  - a. Infrastructure Development;
  - b. Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
  - c. Evaluation Plan.
- Phase III - (which, in addition to the Phase I and Phase II content outlined above must include with its FFY 2015 through FFY 2018 submissions:
  - a. Results of Ongoing Evaluation and Revision to SSIP.

#### **IX. Adjournment**

The meeting was adjourned at 1:00 p.m. The next scheduled meeting is Thursday, November 21, 2013 at JHU/CTE at 10:00a.m. – 1:00 p.m.